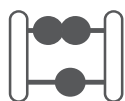




Caulfield Racecourse



Thinking & Learning Conference

2014



23–26 May

MELBOURNE



Innovate!

Educate!

Inspire!



+

-



Kathy Perez

Monday 26 May

Closing the Achievement Gap Using Formative Assessment



Session 1



KATHY PEREZ

Katherine Perez, a professor of education at Saint Mary's College of California, has over three decades of teaching experience from the preschool level through graduate school. A frequent presenter and enthusiastic "teacher cheerleader," she offers guidance to both novice and experienced educators. Perez is an international educational consultant, author, and motivational speaker, specialising in instructional strategies and creative approaches to literacy and professional development. She integrates state-of-the-art methods and research with passion and practical insights from her own classroom experiences.

Perez has taught in many diverse environments, including in Richmond and Oakland, as a general educator, special educator, reading specialist, and curriculum and staff development coordinator. In order to "keep it real," she balances her college courses and her work as a coordinator for the California Beginning Teacher Support and Assessment program by serving as a literacy coach in a San Francisco Bay Area middle school, engaging even the most reluctant learners with brain-friendly techniques.

Perez works with teachers, administrators and parents throughout the United States, Canada, Europe, the Caribbean, New Zealand, and Australia. For the past three years, she has conducted extensive training in Singapore and Hong Kong for the Ministry of Education.

A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



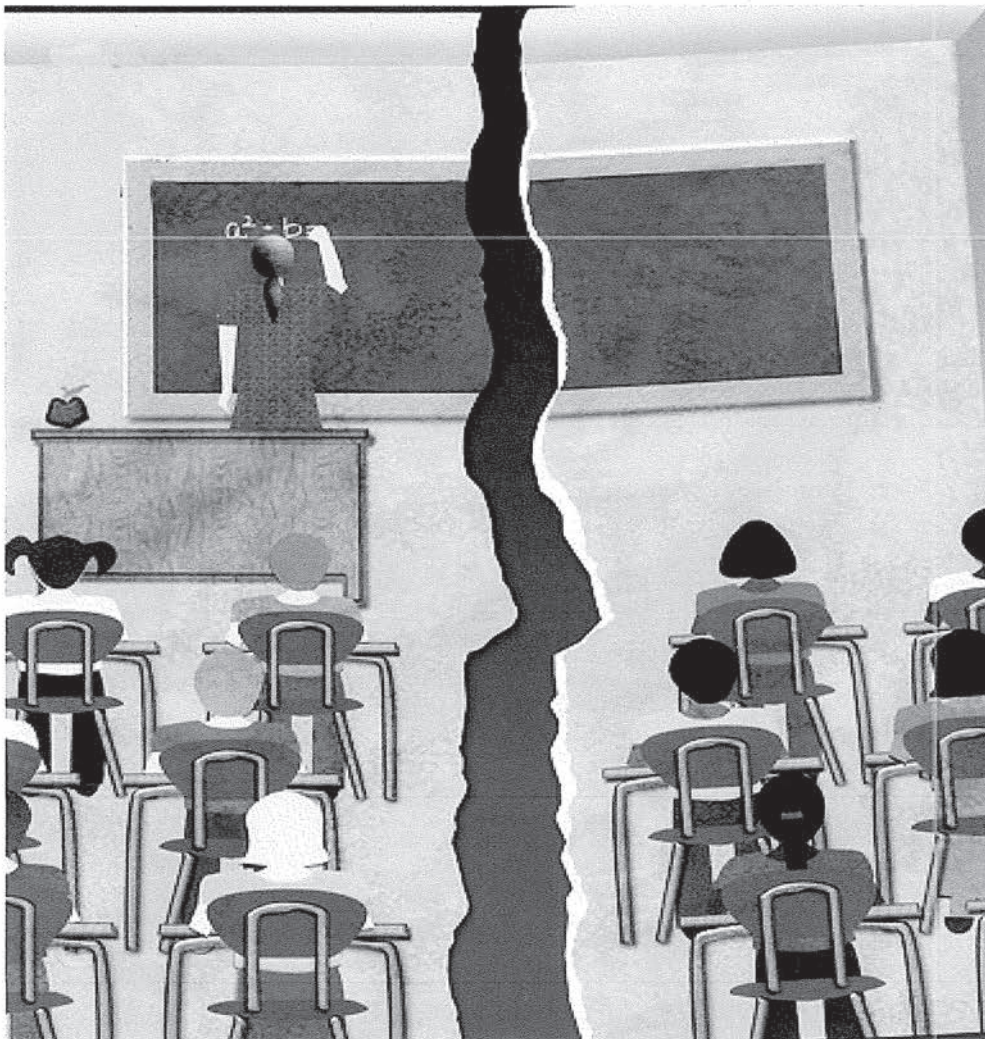
This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 10th Annual Thinking & Learning Conference – Innovate, Educate, Inspire. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

© 2014 Hawker Brownlow Education
Printed in Australia

CODE: 11KP0401
0514

Closing the Achievement Gap Using **Formative Assessment**



Dr. Kathy Perez
kperez@stmarys-ca.edu

A Think-Pair-Share Warm-Up!

Directions: As you begin this workshop on the power of formative assessment, take some time to think about how familiar you already are with key concepts we'll be exploring today. (1) **THINK:** Start by creating a written definition for each of the terms presented here. Think about how you would explain the importance of each concept for effective formative assessment. (2) Then, **PAIR** with another participant and compare your definitions and reflections. (3) Finally, be prepared to **SHARE** key insights from your discussion with the rest of the group.

THINK: How would you define and explain each of the following concepts?

1. Formative assessment versus summative assessment:
2. Learning target:
3. The relationship between formative assessment and student understanding:
4. Pre-assessment/diagnosis:
5. Clear and specific feedback:
6. Understanding versus knowing/doing:
7. Formative assessment strategies to promote student understanding:
8. The role of reading, writing, and oral language activities as part of formative assessment:
9. Higher-order questioning:
10. Projects and performances:

PAIR: How does your definition compare with your partner's?

SHARE: What insights can you share with the rest of the group?



7

True/False Quiz

- _____ 1. The only reason we need to assess students is to determine what or if they have learned the desired information.
- _____ 2. "Assessment" and "Grading" are synonyms.
- _____ 3. KUD refers to what students "Know", "Understand" and "Do."
- _____ 4. Learners need a balanced ratio of success to effort, and grades should be calculated accordingly.
- _____ 5. The teacher is responsible for keeping track of student progress.
- _____ 6. Homework should be graded.
- _____ 7. Grading should reflect the distribution of students along the normal "bell" curve.
- _____ 8. Grades should be collected consistently throughout the instructional process (from beginning to end).
- _____ 9. The threat of a zero is an effective motivator for students.
- _____ 10. Allowing students to take tests or assignments over is unfair to students who get it right the first time.
- _____ 11. Grading is an effective form of feedback.
- _____ 12. Successful differentiation requires a deep understanding of effective assessment and grading.

CHARACTERISTICS OF EFFECTIVE ASSESSMENT

- ✓ Identify both strengths and weaknesses.
- ✓ Make provisions for student involvement in a personal sense in the overall assessment process.
- ✓ Take into account differences in student learning styles, modalities, intelligences, attitudes, interests, and talents.
- ✓ Honor all student efforts and neither downgrade or glorify varying exceptionalities at either end of the grading spectrum
- ✓ Make provisions when feasible for collaborative efforts while taking into account individual differences within the group.
- ✓ Employ a multifaceted scoring procedure rather than one rigid grading system while avoiding "fuzzy and unclear" terminology or evaluative criteria that has little actual meaning for any stakeholder in the assessment process.
- ✓ Contribute to the student's sense of self-worth and academic achievement.

Forte, I.M. and S. Schurr

To assess students' work meaningfully, teachers must answer two basic questions: where should we look to find evidence of learning, and how should we distinguish degrees of understanding?



ASSESSMENT

Assessment is the gathering of information in order to drive instructional decisions. Effective assessment has less to do with giving tests and more to do with how a teacher uses evidence of student learning to make instructional decisions.

ONGOING ASSESSMENT AND ADJUSTMENT ARE THE KEYS TO IMPROVED PERFORMANCE!

IT IS ASSESSMENT WHICH HELPS YOU DISTINGUISH BETWEEN TEACHING AND LEARNING!

WHEN ASSESSMENT AND INSTRUCTION ARE INTERWOVEN, BOTH THE STUDENTS AND THE TEACHER BENEFIT!

WHAT CAN BE ASSESSED?

READINESS	INTERESTS	LEARNING PROFILE
<i>Skills</i>	<i>Hobbies</i>	<i>Social/Emotional</i>
<i>Content</i>	<i>Likes</i>	<i>Factors</i>
<i>Concepts</i>	<i>Dislikes</i>	<i>Learning Styles</i>
		<i>Multiple</i>
		<i>Intelligences</i>

ON GOING ASSESSMENT: A DIAGNOSTIC CONTINUUM

Pre-assessment	Formative Assessment	Summative Assessment
(Finding Out)	(Checkpoints)	(Making Sure)
*Pre-Test	*Conference	*Unit Test
*Inventory	*Peer evaluation	*Performance Task
*KWL	*Observation	*Product/Exhibit
*Checklist	*Questioning	*Demonstration
*Observation	*Exit Card	*Portfolio Review
*Self-Evaluation	*Portfolio Check	
*Questioning	*Quiz	
*Cruise	*Signal Cards	
*Brainstorming A-Z	*Self-Assessment	
*Word Toss/Anticipation Guide		

Methods of Assessment

1. Authentic Assessment
 - when assessment stems directly from classroom activities
 - allows students to share in process of evaluating their progress
 - ONGOING
 - variety of evidence
 - *Examples: Portfolios*
2. Performance-based Assessment
 - "testing" that directly corresponds to what is taught in classroom
 - students required to produce something
 - *Examples: standardized (e.g. tests) & less standardized (e.g. journals)*
3. Standardized Tests
 - My guess is that we all know what these are
 - Discrete point tests: used because they are cheap, easy to use, etc.
 - Integrative tests: provide lots of info but are costly and time consuming
 - Norm vs. criterion referenced tests
4. Teacher Observation & Evaluation
 - My guess is that this is fairly self-explanatory
 - Important for documenting student progress and diagnosing student needs

Limitations of Assessment

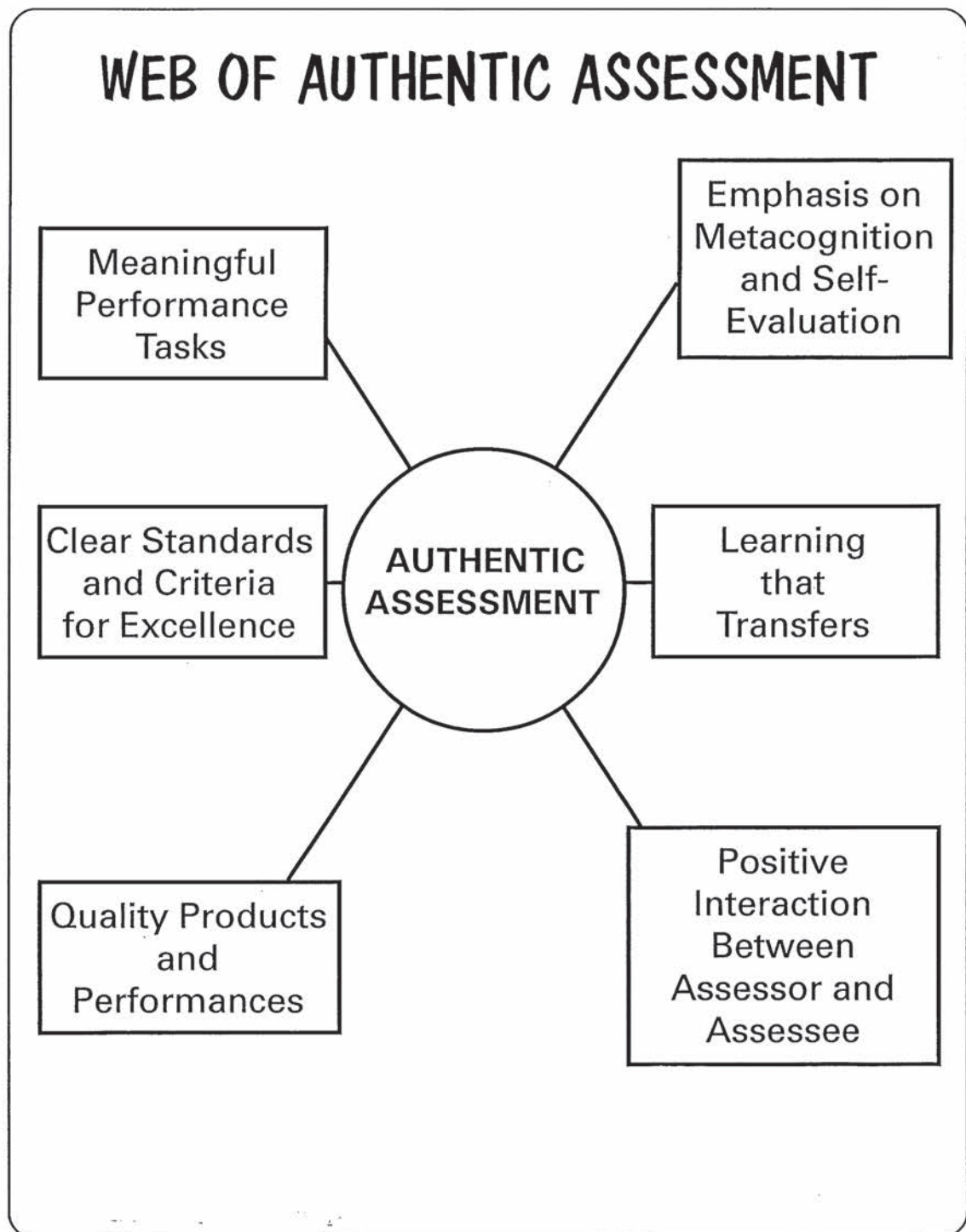
1. Testing Situation
 - anxiety (time of day, type of test, etc.)
 - time limitations
 - rapport (who administers test, language, etc.)
2. Interpreting Results
 - practicality (easy to administer, time, price, etc.)
 - reliability (consistency of results among various populations)
 - validity (does test measure what it claims to measure)
3. Test Content
 - equivalent L1/L2 versions
 - linguistic bias (e.g. dialectical, geographic, etc.)
 - cultural bias (e.g. correct answers reflect one group)
 - class bias
 - content bias (e.g. test language)

Danny Brassell

www.lazyreaders.com

AUTHENTIC ASSESSMENT: WHAT'S THE DIFFERENCE?

- ➡ **Main purpose is to improve learning.**
- ➡ **The learner is viewed as complex, unique and active.**
- ➡ **Comparisons and ranking not made between students.**
- ➡ **Learners seen as able to participate in self-evaluating their progress and setting goals.**
- ➡ **Students and teachers work together in the evaluation process.**
- ➡ **Focus is on describing and examining POTENTIAL - rather than deviations from a norm.**
- ➡ **Assumes knowledge is personally constructed.**
- ➡ **Depends upon informed, knowledgeable teachers.**
- ➡ **Expansive rather than reductive.**
- ➡ **Doesn't hurt the learner.**



Burke, K. 2000. *How to assess authentic learning training manual*. Arlington Heights, IL: SkyLight Training and Publishing Inc. Reprinted with permission of SkyLight Professional Development. (800)348-4474. www.skylightedu.com



Formative Assessment

- Anecdotal Notes
- Ticket In / Ticket Out
- Conferencing
- Clipboard Cruisin' Checklists
- Journal Entries / Learning Logs
- Round Table Discussions
- Peer and Self Evaluation
- Jeopardy and Other Games
- R.A.F.T.S
- Rubrics
- Anchor Activity Work

Student Self-Evaluation

- ☐ I met my goals today
- ☐ I did not completely meet my goals today
- ☐ I did not put forth the effort and do my personal best today

Here's what I accomplished _____

My plans for tomorrow are _____

Pre-Assessment: Before

Purposes of Pre-Assessment:

- To find out what students already know about the unit
- To recognize which students know most of the material about to be taught
- To know which students have little or no background knowledge in the unit to be taught
- To discover interests and attitudes about the unit to be taught
- To plan for flexible grouping and differentiated lessons

Ways to Pre-Assess Student:

- KWL/Mapping
 - Discuss or write what they already know
- Pretest for Global Concepts
 - Students who know 80% or above need alternative work
 - Students with no background knowledge need more priming to learn the unit
- Squaring Off – Students move to signs in the room
 - Pro – I know enough to teach this
 - Top Player – I know a lot; enough to know there's more...
 - Rookie – I have some knowledge, but need to learn a lot more
 - Amateur – I don't know much about this topic



Assessment: During

Purposes of Assessing During Learning:

- To monitor and adjust students work
- To get feedback from self, peers, and teachers
- To help students before the end of a learning experience when it may be too late too late.
- To help students reflect realistically regarding where they are in the learning process.

Ways to Assess Students During Learning:

- Kid Watching
 - Teacher observes student behaviors while working on projects. Make notes and provide feedback when appropriate.
 - Post-it notes are great for giving immediate feedback. Kids love to read your messages
- High Five
 - On a scale of 1-5, how well do I know this?
 - I could teach it to others
 - I can do it on my own
 - I need some help
 - I could use more practice
 - I am just learning this
- Thumbs Up!
 - Students show thumbs up if they know a lot about what they are learning
 - Student raise thumbs sideways if they know some about what they are learning
 - Students turn thumbs down if they know little about the what they are learning
- Exit Cards
 - Students fill out exit questionnaire cards. Teachers read and assess.

Assessment: After

Purposes of Assessing After Learning:

- To find out what students have learned about a topic
- To teach students to reflect on their growth as learners (Be metacognitive thinker!)
- To evaluate where students are in their thinking and learning

Ways to Assess Students After Learning:

- Rubrics
 - Teacher and Student Assessment
 - Defines specific criteria for assessing
- Tests/Quizzes
 - Multiple Choice
 - True/False
 - Essay
- Performance-based assessments
 - Simulations
 - Projects
 - Models
- Self Assessment
 - Students learn to reflect on the their own learning
 - KWL
 - Reflect of Quality Work
 - What I did that was quality
 - What I would do differently next time



Assessments

Pre-Assessments	On-Going/Formative	Summative
Cloze Activity	Gel, dry-erase, and chalk boards	Traditional: True/False, Fill in the blank, Multiple Choice, Definition, Open-Response, Short Answer
Entrance Cards	Door Passes/Exit Slips	
4 W's and an H	Thumbs Up, Down, Sideways	
Alphabet Time		
Venn Diagram	Observations	Non-Traditional: Analogies, Drawings, Diagrams, Demonstrations, Projects, Performances, etc. using rubrics/scoring guides
Anticipation Guide	Journal Entries	
Concept Web	Yes/No Cards	
Journal Entries	Traffic Lights	
H Diagram	"Try Three and Check with Me"	Student Self-Assessment: Likert scales, Rubrics, Checklists, Journal Entries
Teacher Observation and Conversation	Word Sorts	
Line of Continuum	3-2-1	
Likert Scales	Graphic Organizers	
End of Chapter Test (when a high degree of knowledge and skill is suspected)	Teach in Chunks/Test in Chunks	3-2-1 Graphic Organizers Project Evaluations Authentic Writing

STRATEGIES

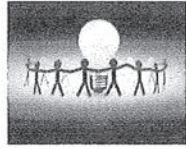
Instructional Strategies	Checking for Understanding
Think-Pair-Share Stand Up & Share Numbered Heads Together Pairing/Partner Work Group Discussion Notetaking Outlining Choral Reading Interviewing Visuals Graphic Organizers Highlighting in Colors Three Column Chart/KWL Anticipatory Chart Questioning Brainstorming Vocabulary Cards Debates Compare & Contrast Jigsaw Peer Tutoring Posters Reports	Prediction Thumbs Up/Down Discussion Journaling Questioning Summarize White Boards TPR (Total Physical Response) Response Cards 5 Finger Check Name Sticks Name Cards Paraphrase Non-Verbal Cues Think-Pair-Share Four Corners Ticket to Leave 3-2-1 Journals Interactive Notebooks Numbered Heads Together I have the question. Who has the answer? Teacher Observation

10

Benefits Of Self-Evaluation For Students

Self-evaluation:

1. Places the assessment burden on the individual.
2. Answers students' two most basic questions: "How am I doing?" and "Where do I go from here?"
3. Provides the basis for agreement between student and teacher on academic priorities.
4. Improves effectiveness, as opposed to efficiency, in the schooling process.
5. Encourages objective analysis of one's own attitudes and aptitudes.
6. Relates progress to performance by answering such questions as "Are we doing the right things?" and "Are we doing the right things right?"
7. Assists in preparation for added growth and responsibility.
8. Promotes a feeling of personal accomplishment.
9. Encourages individual goal-setting.
10. Acknowledges differences in learning styles.



The Power of Formative Assessment to Advance Learning

GO-GO-MO: Give One, Get One, Move On

How will you use the content shared today to support formative assessment in your classroom, school, or other learning organization?



Assessment Principles

1. Learners need to find out often how well they are doing and teachers need to find out how successfully they are teaching. Therefore, regular assessment of student progress and achievement is part of good teaching.

2. The main purpose of assessment is to help students learn. When students are assessed well and given feedback about their performance, they find out what they have learned successfully and what they have not. Any weaknesses can then be reduced.

3. Assessment tasks should be designed so that most children in a group do well on most tasks. This takes the threat out of being assessed, and allows children to be motivated to learn by the regular experience of success and praise.

4. Design/selection of assessment tasks requires a clear idea of the curriculum objectives. Children should only be assessed on knowledge, skills and attitudes their teacher has given them opportunities to develop, and each task should be well within the capabilities of most students.

5. No single method of assessment can give information about achievement of the full range of learning objectives. Therefore a combination of different methods is vital if we are to get a balanced picture of student development.

6. Assessment tasks must be presented in a way so that the student is perfectly clear about what is expected, and grades or marks awarded so that the student feels s/he has been fairly treated.

7. The language of assessment must match the language of instruction. If not, then assessment produces unfair and invalid results. Children must be fluent in the language in which they are to be assessed and the level of language used must match their stage of development.

8. The teacher's unbiased judgments are important in assessment, but students themselves can often be asked to assess their own level of achievement and the achievements of their classmates. They can be (surprisingly) accurate and honest.

9. Assessment should focus on each student's achievements independently of how other students are doing. Constant comparison/competition with classmates can damage the self-esteem and self-confidence of many students.

Museum Art Postcard Activities

Dominoes (Large group activity)

Each person gets 3 - 6 postcards

Facilitator puts one random card on the floor - tells group to start connecting domino style based on any relationship they can come up with; keep doing it until all cards are connected. Then discuss how/why cards are connected. There are no right or wrong answers and the discussion should not be limited to preconceived notions. This activity works well with students of varying language proficiencies since the main activity does not involve speaking or writing.

Small Group Activity

Facilitator selects random 4 - 6 cards and gives to small groups (3-4 people)

Task is to make connections and to explain how and or why they are connected to whole class. This activity does assume students have the ability to discuss their choices, but the small group configuration makes it more comfortable.

Individual responses within small groups

Sit in groups of 4 - 5 people

Each person gets one postcard and a blank sheet of notebook paper.

Step one: each person answers question one in either phrases or sentences based on the card he/she was given.

1. If you could enter the environment of this image, what sounds (even silence) would you hear?

Step two: pass the paper and the card clockwise; each person answers question two based on the new card.

2. What's missing in this picture? What would you add?

Step three: pass again and answer question three.

3. Think of all the ways we tell time. What time is in this image?

Step four: pass again and answer question four.

4. If you were part of this picture, what would you be doing?

Step five: pass again if there is a 5th person; if not, your group can just reflect silently for an extra moment.

5. If you were in this picture, where would you be going? Where would you end up?

Step six: pass again, returning card and paper to the original person.

Step seven: write a paragraph incorporating all 4-5 responses. (3 - 5 minutes)

Step eight: either pass the cards around again so everyone reads all the paragraphs or leave picture and paragraph on seat; people circulate and read them.

Follow-up question: how did this activity broaden your perspective or change the way you view images? Did you learn anything new about yourself?



List of Citations

“Awesome and Authentic Assessment in the Differentiated Classroom”

Compiled by: Dr. Kathy Perez
kperez@stmarys-ca.edu

Benjamin, A. (2002). *Differentiating Instruction: A Guide for Middle and High School Teachers*. Eye on Education.

Blaz, D. (2008). *Differentiated Assessment for Middle and High School Classrooms*. Larchmont, NY: Eye on Education.

Forsten, C., Grant, J., & Hollas, B. (2002). *Differentiated Instruction: Different Strategies for Different Learners*. Peterborough, NH: Crystal Springs Books.

Gareis, C. R., & Grant, L. W. (2008). *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning*. Larchmont, NY: Eye on Education.

Guskey, T. R., & Bailey, J. M. (2001). *Developing Grading and Reporting Systems for Student Learning*. Thousand Oaks, CA: Corwin Press.

Lewin, L., & Shoemaker, B. J. (1998). *Great Performances: Creating Classroom-Based Assessment Tasks*. John Wiley & Sons.

Marzano, R. (2000). *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

Popham, W. J. (2004). *Classroom Assessment: What Teachers Need to Know* (4th ed.). Allyn & Bacon.

Stiggins, R. J. (2000). *Student-Involved Classroom Assessment* (3rd ed.). Prentice Hall.

Stoehr, J., Banks, M., & Allen, L. PLCs, DI, and RTI: A Tapestry for School Change. Thousand Oaks, CA: Corwin Press.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: ASCD.

Wormeli, R. (2006). *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*. Portland, ME: Stenhouse Publishers.



Handwriting practice lines consisting of 20 horizontal lines.

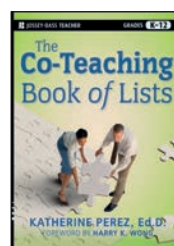
[illegible]

RELATED RESOURCES

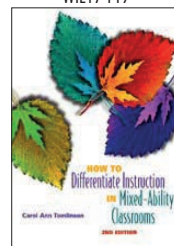


Available from Hawker Brownlow Education

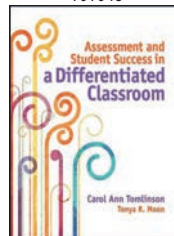
Qty	Code	Title	Price
	108028	Assessment And Student Success in a Differentiated Classroom	\$32.95
	101043	How to Differentiate Instruction in Mixed-Ability Classrooms	\$24.95
	108011	Leading and Managing a Differentiated Classroom	\$30.95
	WIL15516	Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners	\$37.95
	CO6309	More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction	\$37.95
	111021	Teaching 21st Century Skills: An ASCD Action Tool	\$69.00
	WIL17449	The Co-Teaching Book of Lists	\$37.95
	TCP2069	The New Inclusion: Differentiated Strategies to Engage ALL Students	\$32.95
Total (plus freight) \$			



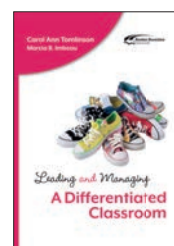
WIL17449



101043



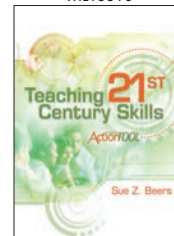
108028



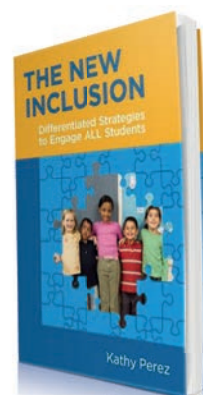
108011



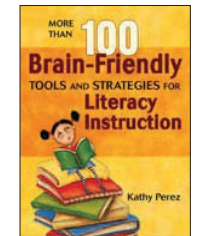
WIL15516



111021



TCP2069



CO6309

New! Available Now!

Attention Order Number

Name of School

Address

..... State P/Code

Country

Email:

☐ Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order, request a catalogue or find out more about our resources:

Call
1800 334 603
(03) 8558 2444

Fax
1800 150 445
(03) 8558 2400

Online
www.hbe.com.au

Mail
Hawker Brownlow Education
PO Box 580,
Moorabbin, VIC 3189

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at www.hbe.com.au.

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.